



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

920 South Vulture Mine Rd., Wickenburg, AZ 85390

Wickenburg Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Highly Performing

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Brett Richards
Schedule : 07:15 AM to 04:00 PM
Grades : 6-8
Web Address : www.wickenburg.k12.az.us
Phone Number : (928) 684-6700
Fax Number : (928) 684-6746
E-mail : brichards@wickenburg.k12.az.us

Mission

The Mission of Vulture Peak Middle School is to use best-practice, research-based strategies in a cooperative effort with students, parents, and members of the community to ensure our students will: achieve their full potential, become respectful and responsible, and meet the challenges of life-long learning.

School / Academic Goals

- ü To increase student achievement through exploring and implementing best-practice strategies for parental involvement.
- ü To maximize teacher effectiveness and student learning by exploring and implementing highly effective middle school teaching methods.
- ü Promote a positive climate and culture for all students and teachers to increase student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 297
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 32

Instructional Programs

- Ü Gifted Pull-out, Clustering
- Ü On-site Special Education
- Ü ELL
- Ü Team Teaching
- Ü Character Counts
- Ü Art
- Ü Music
- Ü Technology

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Provide support, communications to student families; respect the differences and individuality of students and their families; and give parents opportunity for input regarding their child's schooling through Site Council, survey, school committees.

Parents

Parents are expected to send their child to school daily; schedule daily homework time, discuss with child on what was learned daily, check planners; regularly communicate with the school; maintain high expectations; and respect the school community.

Transportation Policy

The Wickenburg District is 864 square miles. Transportation is provided to all corners of the district. Pupils are transported home after team practices and other activities. Transportation is provided for students with disabilities.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Drug Prevention Coordinator of the Year, Maricopa Cty	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	80	79327	86	87	98	523	521	518	5	6	19	22	21	20	63	63	46	10	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	38	38961	88	90	98	529	526	520	5	8	16	16	16	20	65	63	48	14	13	16
Male	42	42	40295	84	84	97	517	517	516	5	5	21	26	26	19	62	62	44	7	7	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	19	19	32327	95	95	98	501	501	499	11	11	27	37	37	25	53	53	41	NA	NA	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	NC	4391	--	NC	96	--	NC	489	--	NC	32	--	NC	27	--	NC	36	--	NC	4
White	59	59	36373	87	87	98	529	529	538	3	3	10	17	17	14	66	66	52	14	14	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	77	77	70006	97	97	100	523	523	524	5	5	14	21	21	19	64	64	49	10	10	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	27	27	37097	75	75	97	495	495	498	11	11	27	37	37	25	52	52	41	NA	NA	7
Non-Economically Disadvantaged	52	53	42230	93	95	99	537	535	535	2	4	11	13	13	15	69	68	50	15	15	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	79	79501	85	86	98	521	520	497	NA	1	10	15	15	25	76	75	60	9	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	38	39062	88	90	99	529	526	502	NA	3	8	11	11	23	73	71	64	16	16	5
Male	41	41	40368	82	82	98	514	514	491	NA	NA	13	20	20	27	78	78	57	2	2	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	19	19	32389	95	95	98	499	499	478	NA	NA	16	26	26	34	74	74	48	NA	NA	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	NC	4401	--	NC	96	--	NC	473	--	NC	17	--	NC	40	--	NC	43	--	NC	1
White	58	58	36446	85	85	99	528	528	516	NA	NA	4	12	12	15	76	76	73	12	12	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	77	77	70090	97	97	100	521	521	502	NA	NA	7	16	16	24	75	75	65	9	9	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	27	27	37183	75	75	97	500	500	479	NA	NA	16	26	26	34	74	74	49	NA	NA	1
Non-Economically Disadvantaged	51	52	42318	91	93	99	532	530	513	NA	2	5	10	10	17	76	75	70	14	13	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	91	80000	98	99	99	574	572	564	1	2	3	8	8	11	73	73	75	18	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	41	39288	95	98	99	604	598	579	NA	2	2	3	2	6	65	63	77	33	32	16
Male	50	50	40644	100	100	98	551	551	549	2	2	4	12	12	15	80	80	74	6	6	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	20	20	32672	100	100	99	571	571	548	NA	NA	4	5	5	14	90	90	76	5	5	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	67	67	36602	99	99	99	579	579	579	1	1	2	6	6	7	70	70	75	22	22	16
Students with Disabilities	11	12	9919	85	92	93	492	482	505	9	17	9	36	33	35	55	50	54	NA	NA	2
Students without Disabilities	79	79	70081	100	100	100	586	586	571	NA	NA	2	4	4	7	76	76	79	20	20	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	35	35	37534	97	97	98	537	537	547	3	3	4	20	20	15	74	74	76	3	3	5
Non-Economically Disadvantaged	55	56	42466	98	100	100	598	594	578	NA	2	2	NA	NA	7	73	71	75	27	27	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	90	78546	90	90	97	548	548	543	7	7	15	20	20	18	61	61	52	12	12	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	47	38645	92	92	98	545	545	545	6	6	13	23	23	18	62	62	54	9	9	15
Male	43	43	39792	88	88	97	553	553	542	7	7	17	16	16	17	60	60	50	16	16	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	17	17	31177	85	85	97	525	525	524	18	18	22	29	29	23	53	53	48	NA	NA	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	72	72	36450	92	92	97	555	555	563	3	3	7	18	18	12	64	64	57	15	15	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	88	88	70453	99	99	100	550	550	549	6	6	11	19	19	17	63	63	56	13	13	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	34	34	34694	79	79	96	536	536	524	12	12	23	29	29	23	50	50	48	9	9	7
Non-Economically Disadvantaged	56	56	43852	98	98	99	556	556	559	4	4	10	14	14	13	68	68	56	14	14	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	86	79045	86	86	98	540	540	512	NA	NA	10	10	10	25	79	79	58	10	10	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	45	38860	88	88	98	542	542	519	NA	NA	7	9	9	22	78	78	62	13	13	8
Male	41	41	40075	84	84	97	538	538	505	NA	NA	12	12	12	28	80	80	54	7	7	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	17	17	31314	85	85	98	524	524	493	NA	NA	16	29	29	34	65	65	48	6	6	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	69	69	36730	88	88	98	544	544	532	NA	NA	4	6	6	16	83	83	68	12	12	12
Students with Disabilities	--	--	8552	--	--	87	--	--	463	--	--	35	--	--	40	--	--	23	--	--	1
Students without Disabilities	86	86	70493	97	97	100	540	540	517	NA	NA	7	10	10	24	79	79	62	10	10	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	31	31	34922	72	72	96	534	534	493	NA	NA	15	13	13	34	81	81	48	6	6	3
Non-Economically Disadvantaged	55	55	44123	96	96	99	543	543	527	NA	NA	6	9	9	18	78	78	66	13	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	100	79657	100	100	99	558	558	566	1	1	3	13	13	8	86	86	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	51	39120	100	100	99	578	578	580	NA	NA	2	8	8	4	92	92	92	NA	NA	2
Male	49	49	40423	100	100	98	536	536	553	2	2	5	18	18	12	80	80	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	20	20	31642	100	100	99	561	561	552	NA	NA	5	15	15	11	85	85	84	NA	NA	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	78	78	36929	100	100	99	559	559	579	1	1	2	10	10	5	88	88	91	NA	NA	2
Students with Disabilities	11	11	9069	100	100	92	463	463	508	9	9	11	73	73	30	18	18	58	NA	NA	1
Students without Disabilities	89	89	70588	100	100	100	569	569	573	NA	NA	2	6	6	5	94	94	91	NA	NA	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	43	43	35341	100	100	97	545	545	551	2	2	5	21	21	12	77	77	83	NA	NA	0
Non-Economically Disadvantaged	57	57	44316	100	100	100	567	567	578	NA	NA	2	7	7	5	93	93	90	NA	NA	2

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Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	87	78400	85	85	97	569	569	554	10	10	21	17	17	19	60	60	47	13	13	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	51	38686	91	91	98	572	572	554	8	8	20	20	20	20	59	59	49	14	14	12
Male	36	36	39636	78	78	96	566	566	554	14	14	23	14	14	18	61	61	46	11	11	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	22	22	30732	81	81	97	554	554	534	14	14	31	32	32	24	45	45	40	9	9	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	63	63	37038	88	88	97	576	576	575	10	10	11	11	11	14	65	65	56	14	14	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	80	80	70560	100	100	99	573	573	560	8	8	17	16	16	19	63	63	50	14	14	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	35	35	33014	78	78	95	554	554	534	9	9	31	29	29	24	60	60	40	3	3	5
Non-Economically Disadvantaged	52	52	45386	91	91	99	580	580	569	12	12	15	10	10	15	60	60	52	19	19	18

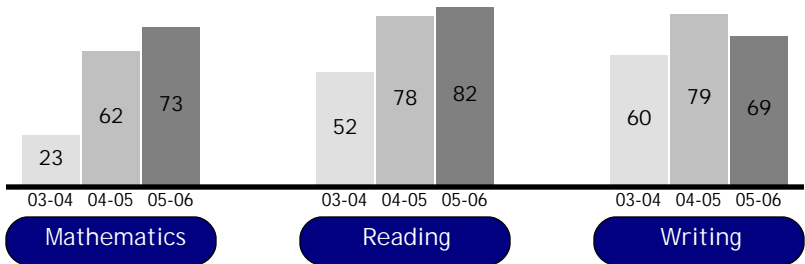
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	86	79179	84	84	98	546	546	519	2	2	11	15	15	27	73	73	58	9	9	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	38974	93	93	99	548	548	524	NA	NA	8	17	17	25	75	75	61	8	8	5
Male	34	34	40124	74	74	97	543	543	513	6	6	13	12	12	28	71	71	54	12	12	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	22	22	30987	81	81	98	529	529	498	5	5	17	23	23	36	73	73	45	NA	NA	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	62	62	37467	86	86	98	553	553	539	2	2	5	11	11	17	74	74	70	13	13	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	80	80	70612	100	100	99	549	549	524	3	3	7	13	13	25	75	75	62	10	10	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	36	36	33345	80	80	96	532	532	499	6	6	17	17	17	36	75	75	46	3	3	1
Non-Economically Disadvantaged	50	50	45834	88	88	99	556	556	533	NA	NA	7	14	14	19	72	72	67	14	14	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	103	79734	100	100	99	548	548	554	1	1	3	30	30	19	68	68	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	57	39243	100	100	99	568	568	568	NA	NA	2	16	16	12	82	82	85	2	2	1
Male	46	46	40413	100	100	98	523	523	541	2	2	4	48	48	26	50	50	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	27	27	31254	100	100	99	531	531	539	4	4	5	41	41	25	56	56	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	73	73	37668	100	100	99	555	555	569	NA	NA	1	26	26	13	73	73	85	1	1	1
Students with Disabilities	23	23	8943	100	100	92	493	493	495	NA	NA	11	78	78	51	22	22	38	NA	NA	1
Students without Disabilities	80	80	70791	100	100	100	564	564	561	1	1	2	16	16	15	81	81	83	1	1	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	45	45	33718	100	100	97	537	537	538	2	2	5	38	38	26	60	60	69	NA	NA	0
Non-Economically Disadvantaged	58	58	46016	100	100	100	556	556	567	NA	NA	2	24	24	14	74	74	84	2	2	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	55	NA	56	99	62	62	51	86	68	67	56
	Language	98	46	46	48	99	49	49	47	98	54	54	50
	Mathematics	98	60	60	66	99	54	54	52	87	67	67	58
7	Reading	100	46	NA	54	100	57	57	50	86	73	73	54
	Language	100	54	54	58	100	56	56	52	100	65	65	58
	Mathematics	100	51	51	62	100	56	56	50	90	63	63	54
8	Reading	97	63	NA	55	98	57	57	51	84	72	72	58
	Language	98	54	54	52	98	58	58	50	100	63	63	56
	Mathematics	98	60	60	61	98	58	58	53	85	68	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Vulture Peak Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Parent/Educator Relations
- ü Parent Concerns
- ü School/Safety Issues
- ü Strategic Planning
- ü Calendar Recommendations
- ü Parental Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	2.00	Teacher Aide	4.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	3	0	0
4 to 6 years	3	0	0	0
7 to 9 years	2	0	0	0
10 or more years	4	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	122
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- ü Reading/Writing/Math Computer Lab
- ü Media Center
- ü Technology Computer Lab
- ü New Fieldhouse/ Music room

Extracurricular Activities

- ü Student Council/Yearbook
- ü Scrapbooking Club
- ü Athletics/Clubs
- ü PlayStation 2 Club
- ü 8th Grade Catalina Island Trip
- ü Open Gym
- ü Family Nights
- ü Mentoring Program

Social Services

- ü Counseling Services
- ü After-School Clubs/ Athletics
- ü Recreational Activities
- ü Math Parent Resource Center
- ü Partnerships with Community Services
- ü Chamber of Commerce Educational Comm.

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Student Achievement continues to be higher than state and national averages on TerraNova testing and AIMS testing.
- ü Over 92% of our students are promoted to the high school from the eighth grade. Our promotion requirements are no failing classes in any of the core areas.
- ü Named 'Highly Performing' by State of Arizona in 2003 and 2004.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	86	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school supports a Code of Conduct and publishes a Student Handbook which defines Student Responsibility. The expectations are supported by a Student Responsibility Center. Parents and students are given assemblies on policies and procedures. A "Character Counts" school. Students are held to high expectations for behavior by Principal, staff, and District Governing Board.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Brett A. Richards	(928) 684-6705
Transportation Policy	Archy Hamm	(928) 668-5350
Community Resources	Rachel Flann-Willis	(928) 684-6700
School Nutrition Programs	Chartwell Catering	(928) 684-6607
Parent Organization	Terry Dolan	(928) 684-6700
Student Health/Nurse	Jean Bell	(928) 684-5303

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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